DOCUMENT RESUME

ED 137 255 95 SP 010 892

TITLE	Generic Competencies Component Module Descriptions as of April 1, 1974.
INSTITUTION	Houston Independent School District, Tex.; Houston Univ., Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	1 Apr 74
NOTE	53p.; For related document, see SP 010 891 ; Best copy available
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Differentiated Staffs; *Elementary Education; Individualized Instruction; Learning Laboratories; *Learning Modules; *Masters Degrees; Open Plan Schools; Parent Teacher Conferences; *Performance Based Teacher Education; Recordkeeping; Teacher Developed Materials; *Teacher Education; Teaching Methods; Team Teaching

ABSTRACT

This document is a collection of component module descriptions forming generic teaching competencies developed during the Sixth or Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas. The program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education, leading to a Master of Education degree and provisional certification. The program focuses on elementary school education, urban education, and the education of Black and Chicano children. The document presents eleven generic competencies: (1) Teacher-Made Teaching Aids; (2) Student-Centric Teaching Methods; (3) Teacher-Centric Teaching Methods; (4) Individualized Instruction; (5) Learning Centers; (6) Team Teaching; (7) Differentiated Staffing; (8) Open Concept Classroom Organization; (9) Parent-Teacher Conferences; (10) Teacher Recordkeeping Responsibilities; and (11) Models of Teaching. Format for the presentation of each competency includes: Reference System Designation, Program Description, Component Name, Module Cluster Name, Developer, Date and State of Development, Developer Comments, User Comments, Modules Within Cluster, Module Cluster Rationale, Module Cluster Objectives, Module Cluster Prerequisites, Pre-Assessment Procedures, Learning Alternatives, Post-Assessment Procedures, and Remediation. (MB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED137255

GENERIC COMPETENCIES COMPONENT MODULE DESCRIPTIONS
AS OF APRIL 1, 1974

GEN-001.00 (HOU): Teacher-Made Teaching Aids
- GEN-001.01 (HOU): Selecting Teaching Aids
- GEN-001.02 (HOU): Designing Teaching Aids
- GEN-001.03 (HOU): Making, Using, and Evaluating Teaching Aids

GEN-002.00 (HOU): Student-Centric Teaching Methods

GEN-003.00 (HOU): Teacher-Centric Teaching Methods
- GEN-003.01 (HOU): Lecture and Recitation Lessons
- GEN-003.02 (HOU): Discussion Lessons

GEN-004.00 (HOU): Individualized Instruction

GEN-005.00 (HOU): Learning Centers

GEN-006.00 (HOU): Team Teaching

GEN-007.00 (HOU): Differentiated Staffing

GEN-008.00 (HOU): Open Concept Classroom Organization

GEN-009.00 (HOU): Parent-Teacher Conferences

GEN-010.00 (HOU): Teacher Record-Keeping Responsibilities

GEN-011.00 (HOU): Models of Teaching

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 010 892

Reference System Designation: GEN-001.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module Cluster: Teacher-Made Teaching Aids.

Developer: Developed by Thomasine Taylor; revised by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Modules Within Cluster:
GEN-001.01 (HOU): Selecting Teaching Aids.
GEN-001.02 (HOU): Designing Teaching Aids.
GEN-001.03 (HOU): Making, Using, and Evaluating Teaching Aids.

Module Cluster Rationale

Properly used instructional materials are an integral part of effective teaching. All children do not learn at the same rate, nor do they learn in the same way; thus, the teacher who has many varied approaches to a given task stands a far greater chance of success with all her students than does one whose choices of methodology are limited.

The necessary drill in much stimulus-response learning and adequate reinforcement of desired responses is often monotonous, and children regard such learning as drudgery. There is no intrinsic interest and there is no fun. The position taken here is:

1. That students learn naturally through play and game-like activities.
2. That students learn best when instruction is multi-sensory in nature.
3. That teacher-made teaching aids--teacher-designed activities as opposed to teacher-made audio-visual aids--permit the teacher to design instruction relevant to specific needs in ways that commercially produced materials may not.
4. That teacher-made teaching aids can provide vehicles for creative teaching.

Module Cluster Objectives

The purposes of this module cluster are: (1) to help the intern learn how to select teaching aids appropriate to both specific pupils and objectives, and (2) to help the intern make, use, and evaluate teaching aids appropriate to both specific pupils and objectives.

Module Cluster Prerequisites

There are no prerequisites to this module cluster.

Objectives

Given an array of teaching aids and a list of objectives, the intern will be able to select an aid to match each objective.

Prequisites

There are no prerequisites to this module.

Pre-Assessment

The intern will be given a test in which he is to match objectives on a given list with the appropriate teacher-made teaching aids as depicted in a series of slides. The test will be administered and scored by the university instructor. The intern will match objectives and aids with one hundred percent accuracy.

Learning Alternatives

The following activities will be made available to the intern to help him meet the objective of the module.

1. Attend a seminar designed to orient the intern to the objective of this module.
2. Read from R. Murray Thomas' and Sherwin G. Swartout's *Integrated Teaching Materials*, David McKay Company, New York, 1963. Guidance in selecting, creating, and using a wide variety of teaching materials is given. Reading sources are included. Specific examples of how other teachers have used certain materials. See especially Chapter 2, "A Process for Selecting Methods." Library call number is LB 1027 T53 1963.
3. Design your own instruction.

Post-Assessment

The intern will be given a test in which he is to match objectives on a given list with the appropriate teacher-made teaching aids as depicted in a series of slides. The test will be administered and scored by the university instructor. The intern will match objectives and aids with one hundred percent accuracy.

Remediation

Should additional instruction be needed, the intern and his team leader or university instructor will design it.

Objectives

The intern will design (described in writing or in a sketch) a teaching aid which meets both the needs listed and the criteria described in the assessment procedures of this module.

Prerequisites

Completion of GEN-001.01 (HOU), Selecting Teaching Aids, is a prerequisite to this module.

Pre-Assessment

The intern will present a design for a teaching aid which would help meet one of the following pupil needs:

1. Several pupils in your class are having trouble with the process of categorizing similar ideas or objects.
2. Some of the pupils in your class are unable to organize and display data they have accumulated that is related to a specific area of interest.
3. You wish to reach all of your pupils in terms of experiential learning about a particular concept or unit of study. You have decided that what is needed is something kinesthetic to round out your multi-sensory approach.
4. You want to facilitate an attitude change in order to improve interpersonal relationships within your classroom. Class discussions and filmstrips haven't had much effect.

The intern's design must--in the judgment of the team leader or university instructor:

1. Be appropriate to both the pupils and the objective for which it was designed.
2. Appear to have the potential of being colorful, legible, sturdy, and motivating.

Learning Alternatives

1. Attend a seminar designed for brainstorming ideas for each of the problem areas.
2. Read from any or all of the following sources:
   a. Garrison, Cecil I. *1001 Media Ideas for Teachers*. McCutchan Publishing Corporation, 2526 Grove St., Berkeley, California 94704, 1968. Includes twenty of the major areas that the average teacher will encounter in his use of media in the classroom, including projectors, puppets, tape recorders, bulletin boards, flannel boards, field trips, teaching machines, etc. Library call number is LB 1043 G25 1970.

b. Kemp, Jerrold. *Planning and Producing Audiovisual Materials.* Chandler Publishing Co., 124 Spear Street, San Francisco, California 94105, 1963. A comprehensive book with specific instructions for making seven kinds of audiovisuals. Includes perception, communication, and learning theory as well as good background for using audiovisual materials in instruction. Library call number is LB 1043 K4 1968.

c. Morlan, John. *Preparation of Inexpensive Teaching Materials.* Chandler Publishing Company, San Francisco, California, 1963. Geared for teachers who have had little technical training in instructional materials preparation. Guidance for involving both teacher and students in production. For teachers in all subject areas and on all grade levels. Library call number is LB 3261 .M6.

d. Thomas, R. Murray and Sherwin G. Swartout. *Integrated Teaching Materials.* David McKay Company, Inc., New York, 1963. Guidance in selecting, creating, and using a wide variety of teaching materials. Reading sources are included. Specific examples of how other teachers have used certain materials. See especially Chapter 2, "A Process for Selecting Methods." Library call number is LB 1027 T53 1963.

e. Torrance, Paul and R. E. Myers. *Creative Learning and Teaching.* Dodd, Mead and Company, New York, 1970. What it means to be a creative teacher, with implications for the part played by teacher-made teaching aids in teaching creatively. See especially Chapters 2, 3, and 12.

f. Randall, Reino and Edward C. Haines. *Bulletin Boards and Display.* Davis Publications, Inc., Printers Building, Worcester, Massachusetts, 1961. Library call number is LB 1045 R26.

g. Tiemann, Ernest F. *Better Bulletin Board Displays.* Published by Visual Instruction Bureau, Division of Extension, The University of Texas at Austin, Library call number is LB 1045 T4.

3. Design your own instruction.

Post-Assessment

The intern will present a design for a teaching aid which would help meet one of the following pupil needs:

1. Several pupils in your class are having trouble with the process of categorizing similar ideas or objects.
2. Some of the pupils in your class are unable to organize and display data they have accumulated that is related to a specific area of interest.

3. You wish to reach all of your pupils in terms of experiential learning about a particular concept or unit of study. You have decided that what is needed is something kinesthetic to round out your multi-sensory approach.

4. You want to facilitate an attitude change in order to improve interpersonal relationships within your classroom. Class discussions and filmstrips haven't had much effect.

The intern's design must--in the judgment of the team leader or university instructor:

1. Be appropriate to both the pupils and the objective for which it was designed.

2. Appear to have the potential of being colorful, legible, sturdy, and motivating.

Remediation

If necessary, the intern and his team leader or university instructor will design additional instruction.

Objectives

The intern will make and use a teacher-made teaching aid and evaluate its effectiveness according to criteria described in the assessment procedures of this module.

Prerequisites

Completion of GEN-001.02, Designing Teaching Aids, is prerequisite to this module.

Pre-Assessment

The intern will demonstrate his ability to make and use a teaching aid in a classroom situation. The following criteria will be applied by his Assist and Assess Team in determining this competency:

1. The objective was submitted to the Assist and Assess Team in writing prior to the lesson.
2. The teaching aid was appropriate to the pupils and the objective.
3. Classroom management procedures reflected a competency in using teaching aids as an individualized activity.
4. The teaching aid was constructed so that it was colorful, legible, sturdy, and motivating.

In addition, the intern will demonstrate his ability to evaluate the effectiveness of his teaching aid through use of a checklist. He is expected to essentially agree with ratings on a similar checklist marked by his Assist and Assess Team. The criteria are:

1. Children's interest was sustained.
2. Children could cope with the aid independently.
3. Responses of the children were those intended by the aid.
4. A positive attitude toward the learning activity was observable.
5. Reinforcement of old learning or achievement of new learning was evident.

Learning Alternatives

1. Observe a teacher in your school who is using teacher-made teaching aids.
2. Consult with teachers or supervisors in your school about types, uses, and values of teacher-made teaching aids.
3. Survey several toystores or teacher-supply houses for ideas.
4. View the videotape in the LRC of a fourth grade using teaching aids.
5. View the videotape in the LRC of a kindergarten class using teaching aids.
6. Design your own instruction.

Post-Assessment

The intern will demonstrate his ability to make and use a teaching aid in a classroom situation. The following criteria will be applied by his Assist and Assess Team in determining this competency.

1. The objective was submitted to the Assist and Assess Team in writing prior to the lesson.
2. The teaching aid was appropriate to the pupils and the objective.
3. Classroom management procedures reflected a competency in using teaching aids as an individualized activity.
4. The teaching aid was constructed so that it was colorful, legible, sturdy, and motivating.

In addition, the intern will demonstrate his ability to evaluate the effectiveness of his teaching aid through use of a checklist. He is expected to essentially agree with ratings on a similar checklist marked by his Assist and Assess Team. The criteria are:

1. Children's interest was sustained.
2. Children could cope with the aid independently.
3. Responses of the children were those intended by the aid.
4. A positive attitude toward the learning activity was observable.
5. Reinforcement of old learning or achievement of new learning was evident.

Remediation

Additional instructional activities, if needed, will be designed by the intern and his team leader or university instructor.

Reference System Designation: GEN-002.00 (HOU)

Program: The Sixth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Student-Centric Teaching Methods.

Developer: G. Ray Musgrave, Education Building 150, College of Education, University of Houston, Houston, Texas 77004; 713-749-1617.

Date and State of Development: Summer 1972; the module was used for the first time during the fall of 1972.

Developer Comments: None.

User Comments: None.

Rationale

If all students learned in precisely the same manner, if they all reacted to classroom situations in the same way, then teachers could select those teaching methods which best fit their individual tastes and personalities and use these same methods over and over again as long as they taught. Admittedly, this is the practice of many teachers; still, evidence clearly points to the fact that students have different learning styles. No two students react to a learning situation in the same way. Therefore, it is clearly evident that teachers need a variety of techniques which employ many strategies so that an individual student may experience that learning situation which best suits his particular learning style.

The predominate teaching methods which teachers still employ are teacher-centric; that is, the focus in the teacher-learner situation is centered on the teacher. For example, methods which would be termed as teacher-centric would be lecture and recitation methods. Teachers need to be able to conduct teacher-centric presentations in an exemplary manner. Likewise, teachers need to be able to organize and conduct student-centric presentation lessons in an exemplary manner. Examples of student-centric presentations are all types of discussions, panels, symposiums, socio-drama, and oral reporting.

This module is prepared to enable the intern to conduct student-centric teaching presentations in an effective manner.

Objectives

1. The intern will describe acceptable methods for teaching the following student-centric teaching presentations: (a) small group discussions, (b) large group discussions, (c) panels and symposiums, (d) staged socio-drama, (e) whole class socio-drama, and (f) discovery lessons.
2. The intern will select two of the above student-centric teaching methods and use them in conducting at least two lessons with elementary school children. The lessons should meet criteria developed by the intern's team.
3. The intern will evaluate his student-centric teaching presentations on the basis of student learning and acceptable criteria decided on by the intern's team.

Prerequisites

An intern should have demonstrated his ability to write instructional objectives and plan lessons before beginning this module.

Pre-Assessment

The pre-assessment procedures consist of:

1. A pencil-and-paper test in which the intern is asked to describe

the methods he would use to teach the following student-centric presentations: (a) small group discussions, (b) large group discussions, (c) panels and symposiums, (d) staged socio-dramas, (e) whole class socio-dramas; and (f) discovery lessons.

The test shall be administered and scored by the university instructor.

2. The planning, teaching, and evaluation of two lessons with elementary school children utilizing each of two student-centric presentations. The adequacy of the plan, the teaching, and the evaluation shall be determined by the team leader using criteria developed by the intern's team.

Learning Alternatives

The following are intended to assist the intern in meeting the objectives of the module:

1. View video-taped lessons of teachers in the field utilizing student-centric teaching methods when presented to seminar groups. During and after the presentations, interns should analyze and critique the lessons. In addition, they should construct guidelines to be used in evaluating their own lessons.

2. After reading the resources listed below and attending discussion seminars concerning the readings, peer-teach utilizing student-centric teaching methods. The university instructor and interns analyze and critique the lessons. Guidelines for evaluation are constructed for personal use. The following resources should be helpful in these tasks:

   a. Burns, Paul C. and Alberta L. Love. *The Language Arts in Childhood Education*. Rand McNally and Company, Chicago, 1966, pages 83-87.

   b. Goldmark, Bernice. *Social Studies: A Method of Inquiry*. Wadsworth Publishing Company, Belmont, California, 1968, pages 115-154.

   c. Hyman, Ronald T. *Ways of Teaching*. J. B. Lippincott Company, Philadelphia, 1970. Discussion method, pages 39-55, 83-102, 103-123; Role playing, pages 165-213.

   d. Jarolimek, John. *Social Studies in Elementary Education*. Second Edition. The Macmillan Company, New York, 1966, pages 176, 180, 197, 202.

   e. Shuster, Albert H. and Milton E. Ploghoft. *The Emerging Elementary Curriculum*. Second Edition. Charles E. Merrill Publishing Company, Columbus, Ohio, 1970, pages 104-107.

3. Participate as "pupils" as the university instructor utilizes student-centric methods as he teaches. Analyze and critique the lessons from both a learner's and a teacher's point of view.

Post-Assessment

The post-assessment procedures consist of:

1. A pencil-and-paper test in which the intern is asked to describe the methods he would use to teach the following student-centric presentations: (a) small group discussions, (b) large group discussions, (c) panels and symposiums, (d) staged socio-dramas, (e) whole class socio-dramas; and (f) discovery lessons.

   The test shall be administered and scored by the university instructor.

2. The planning, teaching, and evaluation of two lessons with elementary school children utilizing each of two student-centric presentations. The adequacy of the plan, the teaching, and the evaluation shall be determined by the team leader using criteria developed by the intern's team.

Remediation

Remedial activities shall be designed by the intern and his team leader or university instructor as needed.

Reference System Designation: GEN-003.00 (HOU)

Program: The Sixth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module Cluster: Teacher-Centric Teaching Methods.

Developers: Clarence Meshack, G. Ray Musgrave, and Evelyn J. Sowell; G. Ray Musgrave, Education Building 150, College of Education, University of Houston, Houston, Texas 77004; 713-749-1617.

Date and State of Development: Summer 1972; the module was used for the first time during the fall of 1972.

Developer Comments: None.

User Comments: None.

Modules Within Cluster:
GEN-003.01 (HOU): Lecture and Recitation Lessons.
GEN-003.02 (HOU): Discussion Lessons.

Module Cluster Rationale

As learning processes and outcomes are examined, it becomes evident that individual pupils have different learning styles. Commensurately, teachers have varying methods of teaching which are based on their personal beliefs about teaching and learning. Teachers must be able to utilize a variety of teaching styles so that they can match their teaching styles to the learning styles of pupils; teachers must also be able to evaluate each of the various styles to ascertain their appropriateness for individual situations.

Even though the word "education" means to "draw out," the predominant methods for teaching students of all ages are based on a "put in" theory which is basically teacher-centric. Teacher-centric methods are methods which focus a major portion of attention on the teacher. Teacher-centric teaching procedures are usually characterized by a teacher giving information, by pupils responding to questions asked by the teacher, and by teacher-pupil discussions.

A careful examination of the research does not reveal evidence that there is any one most effective pattern of instruction for every teacher in every situation. More mature and more able pupils often seem to profit most from teacher-centric styles of teaching. However, the effectiveness of teacher-centric styles of teaching is largely dependent on the level of rapport within a classroom group and between individual pupils and the teacher, the maturity of the students, the relevancy of the content to the learners, and the ability of the teacher to lead students to identify with the ideas presented. Thus, a normal expectancy is that teachers should be skilled in the arts of giving information, questioning, and leading discussions. This, then, is the focus of this module cluster.

Module Cluster Objectives

This module cluster is designed to help the intern to learn and practice effective procedures for implementing teacher-centric methods of teaching. Specifically, this module cluster is intended to help the intern become competent in designing, implementing, and evaluating lecture, recitation, and discussion lessons.

Module Cluster Prerequisites

Before beginning this module cluster, the intern should have demonstrated his ability to write instructional objectives, to plan lessons intended to foster the achievement of those objectives, and to ask various types of questions.

Objectives

1. The intern will describe the different types of lectures and recitations, the purpose of each type, and the operational procedures of each type.
2. The intern will develop a list of criteria for determining the effectiveness of using lecture and recitation teaching presentations.
3. The intern will plan one lecture presentation and one recitation presentation for use with elementary pupils.
4. The intern will present one lecture lesson and one recitation lesson and evaluate his performance in relation to criteria he has established.
5. The intern will evaluate his effectiveness at presenting a lecture lesson and a recitation lesson on the basis of pre-post measures obtained from the pupils taught.

Prerequisites

Other than the prerequisites for this module cluster, there are no prerequisites for this module.

Pre-Assessment

The pre-assessment procedures for this module consist of two parts: (1) a pencil-and-paper test in which the intern: (a) describes the different types of lectures and recitations, their purposes, and their procedures, and (b) lists criteria used to assess the effectiveness of lectures and recitations; and (2) a teaching sequence in which the intern will: (a) plan a lecture and a recitation for a group of elementary pupils, (b) teach the lecture and recitation, (c) evaluate the effectiveness of his lecture and recitation using criteria he has developed, and (d) evaluate the effectiveness of his lecture and recitation using pre-post pupil measures as the criteria. Part I will be administered and scored by the team leader or instructor; Part II will be judged by the team leader and the Assist and Assess Team. The lessons taught in Part II should be videotaped; the videotape of the approved lessons should be forwarded to the instructor.

Learning Alternatives

The following activities should aid the intern in meeting the objectives of the module:

1. Read Chapter 5, "Teacher Initiated Techniques and Procedures," in *Methodology in Education* by Richard K. Means, Columbus, Ohio: C. E. Merrill Publishing Company, 1968. Call number is LB 1025, M414.
2. Read Chapter 7, "Classroom Transactions," in *Systematic Instruction*

by W. James Popham and Eva L. Baker, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. Call number is LB 1025.2.

3. Read "Illustrate the Lecture," by Harold S. Davis in *Educational Screen and Audiovisual Guide*, March 1965, pages 20-21.
4. Practice teaching lecture and recitation lessons under the guidance of your team leader.
5. Meet with the instructor in a seminar to discuss the lecture and recitation methods. Generate and share ideas for an effectiveness criteria checklist. A seminar could be held when requested by ten or more interns.
6. In a peer-teaching situation, plan, teach, and evaluate a lecture lesson and a recitation lesson. Obtain group members' evaluative feedback based on accepted criteria and peer learning.
7. Observe experienced teachers teaching lecture and recitation lessons; discuss their lessons with them.
8. Hold an individual conference with the instructor. In that conference, use the results of your teaching experience involving the lecture and recitation lessons, your criteria guidelines, and pupil feedback to determine the worth of the lecture and the recitation as teaching techniques insofar as you are concerned.
9. Design your own experience.

Post-Assessment

The post-assessment procedures for this module consist of two parts: (1) a pencil-and-paper test in which the intern: (a) describes the different types of lectures and recitations, their purposes, and their procedures, and (b) lists criteria used to assess the effectiveness of lectures and recitations; and (2) a teaching sequence in which the intern will: (a) plan a lecture and a recitation for a group of elementary pupils, (b) teach the lecture and recitation, (c) evaluate the effectiveness of his lecture and recitation using criteria he has developed, and (d) evaluate the effectiveness of his lecture and recitation using pre-post pupil measures as the criteria. Part I will be administered and scored by the team leader or instructor; Part II will be judged by the team leader and the Assist and Assess Team. The lessons taught in Part II should be videotaped; the videotape of the approved lessons should be forwarded to the instructor.

Remediation

Should it be necessary, the intern and the team leader or instructor would plan additional instructional experiences.

Objectives

1. The intern will describe the nature, purposes, and operational procedures of a discussion lesson.
2. The intern will develop a list of criteria for determining the effectiveness of using a discussion approach.
3. The intern will plan a discussion lesson.
4. The intern will teach a discussion lesson and evaluate his performance in relation to criteria he has established.
5. The intern will evaluate his effectiveness at teaching a discussion lesson on the basis of pre-post measures obtained from the pupils taught.

Prerequisites

There are no prerequisites to this module other than those to the module cluster.

Pre-Assessment

The pre-assessment procedures for this module consist of two parts: (1) a pencil-and-paper test in which the intern: (a) describes the different types of discussion lessons, their purposes, and their procedures, and (b) lists criteria used to assess the effectiveness of discussion lessons; and (2) a teaching sequence in which the intern will: (a) plan a discussion lesson for a group of elementary pupils, (b) teach the discussion lesson, (c) evaluate the effectiveness of his discussion lesson using criteria he has developed, and (d) evaluate the effectiveness of his discussion lesson using pre-post pupil measures as the criteria. Part I will be administered and scored by the team leader or instructor; Part II will be judged by the team leader and the Assist and Assess Team. The lessons taught in Part II should be videotaped; the videotape of the approved lessons should be forwarded to the instructor.

Learning Alternatives

The following should be helpful to the intern as he works to achieve the objectives of this module.

1. Read *Learning Discussion Skills Through Games* by Gene Stanford and Barbara Stanford. New York: Citation Press, 1969. 75 pages. In addition, you may want to explore this topic further by reading one or more of the references listed on pages 74 and 75 of the book.
2. Read "Leading Discussion," Chapter Six in *Improving Teaching* by Edmund Amidon and Elizabeth Hunter. New York: Holt, Rinehart and Winston, 1966, pages 103-127.
3. Read "Discussion, Let's Talk It Over," Chapter Five in *They All Need to Talk* by Wilma M. Possien. New York: Appleton-Century-Crofts, Inc., 1969, pages 49-66.

4. Read the section entitled "Discussion" in *Teaching the Elementary School Child* by Lillian M. Logan and Virgil G. Logan. Boston: Houghton Mifflin Company, 1961, pages 236-239.
5. Read "Conversation and Discussion," Chapter 23 in *Modern Methods and Techniques of Teaching* by Gerald Alan Yoakam and Robert G. Simpson. New York: The Macmillan Company, 1948, pages 349-359.
6. View the following filmstrips in the Learning Resources Center:
   a. LRC-211. "Relation of Ideas to Communication."
   b. LRC-212. "Relation of Interests to Communication."
   c. LRC-207. "Relation of Personality to Communication."
   d. LRC-208. "How to Converse."
7. Observe a teacher noted for his ability to lead effective discussions; discuss this topic with that teacher.
8. Practice teaching a discussion lesson under the guidance of your team leader; modify your methodology on the basis of your discussions with your team leader.
9. Design your own experience.

Post-Assessment

The post-assessment procedures for this module consist of two parts: (1) a pencil-and-paper test in which the intern: (a) describes the different types of discussion lessons, their purposes, and their procedures, and (b) lists criteria used to assess the effectiveness of discussion lessons; and (2) a teaching sequence in which the intern will: (a) plan a discussion lesson for a group of elementary pupils, (b) teach the discussion lesson, (c) evaluate the effectiveness of his discussion lesson using criteria he has developed, and (d) evaluate the effectiveness of his discussion lesson using pre-post pupil measures as the criteria. Part I will be administered and scored by the team leader or instructor; Part II will be judged by the team leader and the Assist and Assess Team. The lessons taught in Part II should be videotaped; the videotape of the approved lessons should be forwarded to the instructor.

Remediation

The intern and his team leader or instructor would plan additional instruction if needed.

Reference System Designation: GEN-004.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Individualized Instruction.

Developer: Developed by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3580.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

Traditionally, instruction has been class oriented. That is, all members of a given class worked to achieve the same objectives, experienced the same instruction, used the same materials, were evaluated in the same way, and were given the same time in which to complete assignments. In short, instructional experiences have been largely group oriented, teacher dependent, and teacher paced. Recently it has been recognized that pupils learn different things differently. This has led a variety of approaches to individualizing instruction.

In simple terms, there are four major types of individualized instruction: (1) individually diagnosed and prescribed instruction, (2) self-directed instruction, (3) personalized instruction, and (4) independent study. The purpose of this module is to help the intern become competent in designing, implementing, and evaluating these approaches to individualizing instruction.

Objectives

1. The intern will describe the operational elements which characterize and distinguish: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study.
2. The intern will develop a list of criteria for determining the effectiveness of various approaches to individualizing instruction.
3. The intern will design, implement, and evaluate at least two of the following forms of individualized instruction: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study.

Prerequisites

While not required, it is recommended that interns complete GEN-001.00 (HOU) before attempting this module.

Pre-Assessment

The pre-assessment procedure consists of two parts: (1) a pencil-and-paper test in which the intern describes the operational elements which characterize and distinguish: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study, and presents a checklist of criteria for assessing the effectiveness of various approaches to individualized instruction: and (2) a series of instructional episodes in which the intern will design, implement, and evaluate at least two of the following forms of individualized instruction: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study for at least six pupils in at least two different content areas. Part I will be administered and scored by the instructor. Part II will be evaluated by the team leader and/or the Assist and Assess Team using the checklist developed in Part I.

Learning Alternatives

The following learning alternatives are provided to assist the intern in acquiring the competencies specified in this module:

1. Read any part or all of *Individualizing Instruction*, Part I of the Sixty-First Yearbook of the National Society for the Study of Education edited by Nelson B. Henry. Chicago: University of Chicago Press, 1962.
2. Read *Developing Individualized Instructional Material* by Stuart R. Johnson and Rita B. Johnson. Palo Alto, California: Westinghouse Learning Press, 1970.
3. Read *Assuring Learning with Self-Instructional Packages* by Rita B. Johnson and Stuart R. Johnson.
4. Read *Individualized Instruction: Every Child a Winner* by Gertrude Noar. New York: John Wiley and Sons, Inc., 1972.
5. View any of all of the following slide-tapes distributed by the Association for Educational Communications and Technology, Washington, D.C., 1970; these materials are available in the Teacher Corps Resource Center, 450 Education Building.
   a. Filmstrip 1. "Individualized Instruction: Its Nature and Effects."
   b. Filmstrip 2. "Individualized Instruction: Its Objectives and Evaluation Procedures."
   c. Filmstrip 3. "Individualized Instruction: Diagnostic and Instructional Procedures."
   d. Filmstrip 4. "Individualized Instruction: Materials and Their Use."
   e. Filmstrip 5. "Individualized Instruction: Its Problems and Some Solutions."
   f. Filmstrip 6. "Individualized Instruction: Recommendations for Implementation."
6. Read any of the 46 "Individualized Instruction Case Studies" distributed by the Association for Educational Communications and Technology, Washington, D.C., 1970. The case studies, described in brief pamphlet form, are located in the Teacher Corps Resource Center.
7. Observe a teacher noted for his ability to individualize instruction; discuss your observations with him.
8. Practice individualizing instruction under the guidance of your team leader; use the team leader's feedback to revise your instruction.

9. Consult with the instructor concerning additional experiences which might be made available to you.

10. Read any of the articles or books you find in *Differentiated Staffing, Non-Graded, Continuous Progress, Open Concept Schools: A Comprehensive Bibliography* which you feel would be helpful. The book was published by the College's Bureau of Education Research and Services in 1972; copies are available in the Teacher Corps Resource Center. You will find the references from the "Open Concept Schools" section to be especially helpful; especially: Jack V. Edling, "Individualizing Instruction: The Way It Is--1970," *Audio-Visual Instruction*, February, 1970, pages 13-16.

11. Design your own experience.

Post-Assessment

The post-assessment procedure consists of two parts: (1) a pencil-and-paper test in which the intern describes the operational elements which characterize and distinguish: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study, and presents a checklist of criteria for assessing the effectiveness of various approaches to individualized instruction, and (2) a series of instructional episodes in which the intern will design, implement, and evaluate at least two of the following forms of individualized instruction: (a) individually diagnosed and prescribed instruction, (b) self-directed instruction, (c) personalized instruction, and (d) independent study for at least six pupils in at least two different content areas. Part I will be administered and scored by the instructor. Part II will be evaluated by the team leader and/or the Assist and Assess Team using the checklist developed in Part I.

Remediation

Should it be necessary, the intern, his team leader, and the instructor would work together to design experiences which would help the intern achieve the objectives of this module.

Reference System Designation: GEN-005.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Learning Centers.

Developer: Developed by Susan Collins; revised by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

As schools move toward individualizing instruction, it is found that individual and small group work thrives in an environment that provides on-going learning centers. The learning center is not an "interest" center where children go when they have finished their work. They are places where children do their work--where children learn. If teachers are to effectively initiate more personalization of the curriculum and of instruction, they must be willing to use settings other than the teacher-centered classroom, too often noted for its emphasis on the teacher as the giver of knowledge with pupils the receivers. The elementary classroom which is organized into a learning center environment places the teacher in the role of a planner, a resource person, and a provider of learning experiences. If a teacher acknowledges the need for a more individualized and personalized learning environment for elementary school pupils, a classroom organization with learning centers is an alternative which should be explored. The purpose of this module is to help the intern become knowledgeable and skillful in organizing and utilizing learning centers.

Objectives

1. The intern will identify and describe types of learning centers appropriate for elementary school children.
2. The intern will describe the kinds of equipment and materials that could most effectively be used in learning centers.
3. The intern will describe the various groupings which might be used in learning centers.
4. The intern will design a schematic model of a classroom which incorporates at least three distinct learning centers, and he will describe the purpose of each center.
5. The intern will establish and operate a classroom which has at least three distinct learning centers to be used by all the children in the class on a daily basis for a period of at least one week with seventy-five percent of the children reporting positive feelings about using the centers; should less than seventy-five percent of the children report positive feelings, the intern will interview them to discover the reason for their reactions; he will prepare a paper reporting their reactions.

Prerequisites

The intern should have completed GEN-001.00 (HOU), GEN-002.00 (HOU), and GEN-004.00 (HOU) before attempting this module.

Pre-Assessment

The pre-assessment consists of two parts: (1) the intern will

prepare a paper in which he (a) presents a schematic model of a classroom incorporating at least three learning centers, (b) describes the purposes of the centers designed in the model, (c) describes the types of equipment and materials appropriate for use in the learning centers described, and (d) describes the types of groupings which might be appropriately used in the learning centers; and (2) the intern will establish and operate a classroom which has at least three learning centers used by all of the pupils on a daily basis for a period of at least a week with at least seventy-five percent of those children reporting positive feelings about using the centers. Should less than seventy-five percent of the children report positive feelings the intern will interview them to discover the reason for their reactions; he will prepare and submit a paper reporting their reactions. The adequacy of the paper-or papers will be judged by the team leader. The adequacy of the intern's performance will be determined by the team leader who, following at least one week's operation of the centers, will interview the pupils who participated so as to determine their feelings about the centers. Suggested questions are: (1) can you tell me what you do in each of the centers, (2) do you like it better when the pupils are doing several different things or when everyone is doing the same thing, and (3) would you rather do your work in the centers or as you did before?

Learning Alternatives

The following are intended to assist the intern in achieving the objectives of the module.

1. Read *The Open Classroom* by Herbert Kohl. New York: Vintage Books, 1970.
2. Read section on interest centers in *Individualized Instruction: Every Child a Winner* by Gertrude Noar. New York: John Wiley and Sons, Inc., 1972.
3. Read Chapter 4 of *The Open Classroom: Making It Work* by Barbara Blitz. Boston: Allyn and Bacon, Inc., 1973.
4. Visit a classroom which has learning centers: the mathematics laboratory at Barrick Elementary School or the district's Model School at the Atherton Campus, for example.
5. Read "Organizing with Learning Centers" in the teacher's manual for the Language Experience in Reading Program.
6. Attend a seminar meeting led by the Staff Development Specialist; the focus will be on establishing learning centers. A seminar could be held at the request of at least ten interns.
7. Teach a group of pupils who are divided into at least three separate sub-groups, each involved in dissimilar activities simultaneously; do so under the guidance of your team leader. Evaluate your effectiveness.

8. Design your own experiences.

Post-Assessment

The post-assessment consists of two parts: (1) the intern will prepare a paper in which he (a) presents a schematic model of a classroom incorporating at least three learning centers, (b) describes the purpose of the centers designed in the model, (c) describes the types of equipment and materials appropriate for use in the learning centers described, and (d) describes the types of groupings which might be appropriately used in the learning centers; and (2) the intern will establish and operate a classroom which has at least three learning centers used by all of the pupils on a daily basis for a period of at least a week with at least seventy-five percent of those children reporting positive feelings about using the centers. Should less than seventy-five percent of the children report positive feelings the intern will interview them to discover the reason for their reactions; he will prepare and submit a paper reporting their reactions. The adequacy of the paper-or papers will be judged by the team leader. The adequacy of the intern's performance will be determined by the team leader who, following at least one week's operation of the centers, will interview the pupils who participated so as to determine their feelings about the centers. Suggested questions are: (1) can you tell me what you do in each of the centers, (2) do you like it better when the pupils are doing several different things or when everyone is doing the same thing, and (3) would you rather do your work in the centers or as you did before?

Remediation

Additional activities should be designed by the intern and his team leader.

Reference System Designation: GEN-006.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Team Teaching.

Developers: Developed by Bonnie Jones and Kaye Stripling; revised by Wilford A. Weber and Kaye Stripling, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

Schools are moving toward organizational patterns intended to promote the individualization of instruction through the use of team teaching. With the move toward competency-based education and differentiated staffing in the schools, more flexible models for teaching teams are crucial. Provisions must be made for more flexible environments for learning and appropriate curriculum modifications which meet the needs of pupils as individuals.

The team approach offers peer support, fosters a sense of common commitment, provides for cooperative activity in development of curricula and special approaches to instruction. Further support for this contention is found in the research indicating that pupil gains were made in the areas of study skills, personality development and peer adjustment, and increased daily attendance.

This module is intended to familiarize the learner with the process and execution of team teaching. Realizing that not all persons are equipped to handle the team approach, this module is designed to help the intern evaluate how he functions within a team setting.

Objectives

1. The intern will operationally define in writing the term "team teaching" and describe in writing at least four team teaching patterns.
2. The intern will describe the advantages and disadvantages of a team taught lesson as opposed to an individually taught lesson.
3. The intern will participate in a team planning session in a specified curriculum area.
4. The intern will execute a team teaching lesson with at least two peers.
5. The intern will assess his performance during a team teaching lesson as compared to that of the total team teaching group.
6. The intern will assess the degree to which the objectives of the team and the lesson were met.

Prerequisites

There are no prerequisites to this module.

Pre-Assessment

The pre-assessment procedure consists of two parts (1) the intern writes a paper in which the intern defines the term "team teaching," describes at least four team teaching patterns, and describes the advantages and disadvantages of team teaching, and (2) the intern

participates in a team planning session, executes that lesson with at least two peers, and assesses the lesson in terms of: his performance, the performance of the team as a whole, and the degree to which the objectives were met. Part I shall be done to the satisfaction of the team leader. Part II shall be done to the satisfaction of the Assist and Assess Team who may ask the intern to provide such evidence as it needs in order to make a valid assessment; the Assist and Assess Team should use the attached checklist in making their assessment and should have the intern respond to the questions in Part B of the checklist.

Learning Alternatives

The following should be helpful experiences as the intern attempts to achieve the objectives of this module.

1. Read any of the articles or books you find in *Differentiated Staffing, Non-Graded, Continuous Progress, Open Concept Schools: A Comprehensive Bibliography* which you feel would be helpful. The book was published by the College's Bureau of Education Research and Services in 1972; copies are available in the Teacher Corps Resource Room.
2. Complete any part of or all of each of seven "team teaching modules" prepared by L. Jean York. Dallas: The Leslie Press, 1971. Especially Module I which is prerequisite to the others and Module V which is prerequisite to Module VI. These materials are in the Teacher Corps Resource Room.
   a. Module I. "The Background, Philosophy, and Purposes of Team Teaching."
   b. Module II. "The Roles of the Professional and Paraprofessional Personnel in Team Teaching."
   c. Module III. "Materials and Resources Suggested for Team Teaching and Individualized Instruction."
   d. Module IV. "Grouping Children for Instruction in Team Teaching."
   e. Module V. "Team Teaching as a Facilitator of the Nongraded School."
   f. Module VI. "Evaluation of Team Teaching and Children's Continuous Progress."
   g. Module VII. "Prerequisites for Good Planning Sessions in Team Teaching."
3. View film, "Team Teaching on the Elementary Level," Santa Monica, California: Bailey Film Associates, 1965. Film is available in Teacher Corps Resource Room.
4. Observe a team teaching situation and/or a team planning session involving a team thought to be effective; discuss your observations with team members.

5. Practice team planning and/or team teaching under guidance of team leader; discuss your performance and that of team members with team leaders and fellow team members.

6. Participate in a discussion with your team and team leader; generate criteria you would use in assessing team planning and teaching. Refer to checklist which is attached.

7. Design your own experience.

Post-Assessment

The post-assessment procedure consists of two parts: (1) the intern writes a paper in which the intern defines the term "team teaching," describes at least four team teaching patterns, and describes the advantages and disadvantages of team teaching, and (2) the intern participates in a team planning session, executes that lesson with at least two peers, and assesses the lesson in terms of: his performance, the performance of the team as a whole, and the degree to which the objectives were met. Part I shall be done to the satisfaction of the team leader. Part II shall be done to the satisfaction of the Assist and Assess Team who may ask the intern to provide such evidence as it needs in order to make a valid assessment; the Assist and Assess Team should use the attached checklist in making their assessment.

Remediation

Any additional activities which might be needed should be designed by the intern and his team leader.

GEN-006.00 (HOU): Appendix; Team Teaching Checklist

Part A

1. Do the members of the team attend planning meetings regularly?	Yes . . . . . No
2. Do the members actively share their personal curricular plans for the student's instructional activities?	Yes . . . . . No
3. Do the members freely share their opinions on matters related to the instructional program?	Yes . . . . . No
4. Do the members support the action of the team after consensus has been obtained?	Yes . . . . . No
5. Do the members share responsibility in teaching more than one group of students?	Yes . . . . . No
6. Do the members share instructional aids and media?	Yes . . . . . No
7. Do the members share the services of the teacher aides?	Yes . . . . . No
8. Do the members spend adequate time on personal plans after group planning has been completed?	Yes . . . . . No
9. Do the members take responsibility for sharing ideas in their area of speciality?	Yes . . . . . No
10. Do the members seek flexible placement of students amongst members of the team?	Yes . . . . . No
11. Do the members utilize the physical resources advantageously?	Yes . . . . . No

12. Do the members grow professionally as a result of the team planning? Yes . . . . . No

13. Do the members seek to assist new inexperienced teachers? Yes . . . . . No

14. Do the members share diagnostic and evaluation responsibility concerning the continuous growth of the students? Yes . . . . . No

15. Do the members observe and analyze actual teaching situations of each member of the team? Yes . . . . . No

Part B

Please describe the structure or sequence of activities in the planning session.

Did the team leader seem to encourage participation and interaction of team members? If so, please describe how.

Please describe how the planning session reflects the goals of team teaching?

Reference System Designation: GEN-007.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Differentiated Staffing.

Developer: Developed and revised by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

There was a time when a teacher was expected to be "all things to all pupils." That is, the teacher played all of the roles which fell to the title "Teacher." Among other things, he planned and conducted instruction, ordered supplies and materials, designed and taught the whole curriculum, evaluated pupil progress, and was the only instructor his pupils had during a school year--and maybe every year. He also very often built the fire in the morning, swept the floors, and painted the classroom. Over time, the role of the teacher has changed; certain responsibilities have disappeared while others have been added. Many educators argue that it is not now possible for the teacher to play all of these roles well; indeed, there may be roles he is not at all competent to play. Thus, it may take several people--each with a different set of responsibilities and functions--to insure that all teaching roles are effectively played. The patterns of organization in which teaching personnel have differing responsibilities are called differentiated staffing patterns. The purpose of this module is to help the intern become an effective part of a differentiated staff.

Objectives

1. The intern will describe at least three patterns of differentiated staffing, their purposes, their benefits, and their operational procedures.
2. The intern will describe the types of responsibilities each staff member has in at least three patterns of differentiated staffing.
3. The intern will describe and defend a differentiated staffing pattern he feels would be ideal for his school, its staff, and its pupils and will describe the role he would play in that pattern.
4. The intern will--depending upon the nature of his school setting: (a) participate as a member of a differentiated staff for at least one week, keep a detailed log describing his responsibilities during that period, and evaluate his performance; or (b) observe a member of a differentiated staff for at least one full school day, keep a detailed log describing that person's responsibilities during that period, and evaluate that person's performance.

Prerequisites

There are no prerequisites to this module, but it is suggested that it might be taken at about the same time as GEN-006.00 (HOU) and GEN-008.00 (HOU).

Pre-Assessment

The pre-assessment procedure consists of two parts: (1) a series of brief papers--or a single paper in which the intern: (a) describes

at least three patterns of differentiated staffing, their purposes, their benefits, and their operational procedures, (b) describes the types of responsibilities each staff member has in at least three patterns of differentiated staffing, and (c) describes and defends a differentiated staffing pattern he feels would be ideal for his school, its staff, and its pupils and describes the role he would play in that pattern; and (2) depending upon the possibilities available, the intern either: (a) participates as a member of a differentiated staff for at least one week, keeps a detailed log describing his responsibilities during that period, and evaluates his performance, or (b) observes a member of a differentiated staff for at least one full school day, keeps a detailed log describing that person's responsibilities during that period, and evaluates that person's performance. The adequacy of the Part I report will be judged by the instructor. With regard to Part II, the team leader will determine whether the intern shall do Option A (participation) or Option B (observation); the team leader will judge the adequacy of the intern's performance in this regard.

Learning Alternatives

The following instructional experiences are intended to assist the intern in achieving the objectives of the module.

1. Read *Differentiated Staffing* by James Cooper. Philadelphia: W. B. Saunders Company, 1972. 147 pages.
2. Read *Differentiated Staffing: The Mesa Approach.* Mesa, Arizona: The Arizona-Mesa Differentiated Staffing Consortium, 1971. 26 pages. In addition, you may want to read one or more of the reference works listed in the pamphlets bibliography.
3. Read any of the references listed in *Differentiated Staffing, Non-Graded, Continuous Progress, Open Concept Schools: A Comprehensive Bibliography* published by the Bureau of Education Research and Services of the College of Education, University of Houston, 1972. Copies are located in the Teacher Corps Resource Center. In this regard, note particularly works by Dwight W. Allen and Fenwick W. English.
4. View slide-tape presentation "Differentiated Staffing," produced by the School Personnel Utilization Leadership Training Institute, Amherst, Massachusetts (Undated publication). A copy is located in the Teacher Corps Resource Center.
5. Read *Strategies for Differentiated Staffing* by Fenwick W. English and Donald K. Sharpes, Berkeley, California: McCutchan Publishing Corporation, 1972. This is an excellent book written by authors with first-hand experience with differentiated staffing.
6. Observe a differentiated staff in action; try to determine the roles played by various personnel; check your perceptions with that staff as you later talk with them about their individual and collective responsibilities.

7. Participate as a member of a differentiated staff if your school situation will allow it. After several days, analyze your role with the help of your team leader. If you are not able to participate because of the organizational pattern in your school, write a description of the roles and responsibilities you might have as a member of a differentiated staff. Discuss your perceptions with those of your team leader.
8. Read "Differentiated Staffing," in *Nation's Schools*, Volume no. LXXV, June 1970, pages 43-46.
9. Read "Differentiated Staffing: Some Questions and Answers," by James Cooper in *National Elementary Principal*, Volume no. LI, January 1972, pages 49-54.
10. Read *Differentiated Staffing*, by Richard A. Dempsey and Rodney P. Smith, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.
11. Design your own experiences.

Post-Assessment

The post-assessment procedure consists of two parts: (1) a series of brief papers--or a single paper in which the intern: (a) describes at least three patterns of differentiated staffing, their purposes, their benefits, and their operational procedures, (b) describes the types of responsibilities each staff member has in at least three patterns of differentiated staffing, and (c) describes and defends a differentiated staffing pattern he feels would be ideal for his school, its staff, and its pupils and describes the role he would play in that pattern; and (2) depending upon the possibilities available, the intern either: (a) participates as a member of a differentiated staff for at least one week, keeps a detailed log describing his responsibilities during that period, and evaluates his performance, or (b) observes a member of a differentiated staff for at least one full school day, keeps a detailed log describing that person's responsibilities during that period, and evaluates that person's performance. The adequacy of the Part I report will be judged by the instructor. With regard to Part II, the team leader will determine whether the intern shall do Option A (participation) or Option B (observation); the team leader will judge the adequacy of the intern's performance in this regard.

Remediation

Should it be necessary, the intern, his team leader and the instructor should design any additional instruction which might be deemed appropriate in helping the intern meet the objectives of the module.

Reference System Designation: GEN-008.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies

Module: Open Concept Classroom Organization.

Developers: Developed and revised by Bonnie L. Jones, Kaye Stripling, and Wilford A. Weber; Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

Although research studies have been somewhat contradictory about the effect open concept classroom organization has on the learning of pupils, there seems to be a general attitude by a majority of educators which suggests that we shall see more and more elementary schools using an open concept approach. The teacher who understands the open concept and has had experience teaching in an open concept setting will have increasing value on the job market. This module is intended to help interns gain that understanding and experience.

Objectives

1. The intern will describe the instructional philosophy underlying open concept classroom organization.
2. The intern will describe the operational characteristics of open concept classroom organization.
3. The intern will establish and operate an open concept classroom for a period of no less than three hours a day for a period of one week.
4. The intern will evaluate the effectiveness of his open concept organization on the basis of pupil feedback.

Prerequisites

While not required, it is recommended that the intern work on this module at about the same time he works on GEN-006.00 (HOU) and GEN-007.00 (HOU).

Pre-Assessment

In order to demonstrate his achievement of the objectives of this module, the intern will: (1) prepare a brief paper in which he describes open concept classroom organization from both a philosophical and an operational viewpoint; and (2) establish and operate an open concept classroom three hours a day for at least one week; he is encouraged to do this in a team situation. At the end of the experience, the intern will describe orally or in writing his impressions of the effectiveness of the approach. In addition: (1) at least two twenty-minute episodes of the week-long experience must be videotaped, and (2) the intern must video or audiotape interviews with at least ten of his pupils--preferably all of his pupils--in which they discuss pupil reactions to the experience. The team leader will determine the length of time the intern is to operate an open concept classroom not to be less than one week and will judge the adequacy of the intern's performance on the basis of all of this feedback--intern perceptions, videotaped episodes, taped interviews, and direct observations.

Learning Alternatives

In order to meet the objectives of the module, the intern might engage in any or all of the following instructional activities:

1. Read *The Open Classroom* by Herbert Kohl. New York: Vintage Books, 1970.
2. Read *The Open Classroom: Making It Work* by Barbara Feitz, boston: Allyn and Bacon, Inc., 1973.
3. View the excellent film "What's New at School," produced by CBS News and distributed by Carousel Films, Inc. A copy of the film is located in the Teacher Corps Resource Center, Education Building 452.
4. Read any of the references in the "Open Concept Schools" section of *Differentiated Staffing, Non-Graded, Continuous Progress, Open Concept Schools: A Comprehensive Bibliography* published by the Bureau of Education Research and Services of the College of Education, University of Houston.
5. Visit an open concept classroom. Discuss your observations with the teacher or teachers involved. Talk to the pupils about their reactions if you can secure permission to do so.
6. Attend a seminar conducted by the Staff Development Specialist.
7. Practice using an open concept approach under the guidance of your team leader; you may want to videotape the session. Discuss your reactions with your team leader.
8. Read "Open Education is Imported from England: An Interview with Jenny C. Andreae and A. N. Tappalardo," *New York University Education Quarterly* (Undated). Copies are located in the Teacher Corps Resource Center.
9. Read "The Concept of Open Education," by Ewald B. Nyquist, in *The Science Teacher*, Volume no. XXXVIII, September 1971, pages 25-28.
10. Design your own experience.

Post-Assessment

In order to demonstrate his achievement of the objectives of this module, the intern will: (1) prepare a brief paper in which he describes open concept classroom organization from both a philosophical and an operational viewpoint; and (2) establish and operate an open concept classroom three hours a day for at least one week; he is encouraged to do this in a team situation. At the end of the experience, the intern will describe orally or in writing his impressions of the effectiveness of the approach. In addition: (1) at least two twenty-minute episodes

of the week-long experience must be videotaped, and (3) the intern must video or audiotape interviews with at least ten of his pupils--preferably all of his pupils--in which they discuss pupil reactions to the experience. The team leader will determine the length of time the intern is to operate an open concept classroom not to be less than one week and will judge the adequacy of the intern's performance on the basis of all of this feedback--intern perceptions, videotaped episodes, taped interviews, and direct observations.

Remediation

Should it be necessary, the intern should design additional instruction with the help of his team leader.

Reference System Designation: GEN-009.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies

Module: Parent-Teacher Conferences.

Developer: Developed by Gilla Byrd; revised by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

There is a growing feeling that it is the home which is the primary factor in the child's academic success. The idea of the parent as a teacher--not schoolteacher but as a hometeacher--makes it necessary for the two, schoolteacher and hometeacher, to be and act as a team. The parents play a most important role in making school and learning relevant in the life of their child. This being true, parents and teachers must work together so that they may together help the child reach his full potential. That is, help him become a well-adjusted, happy, active person who is able to cope with and capitalize on whatever life brings.

One way in which parents and teacher become a team who are able to work together is through individual and group conferences. The cooperation which results from such meetings is necessary if the teacher is to be most effective in helping children. The purpose of this module is to help the intern to be better able to conduct parent-teacher conferences which lead to home-school relationships beneficial to children.

Objectives

1. The intern will list things he needs to know and do in preparation for a parent-teacher conference and during a parent-teacher conference.
2. The intern will conduct at least one conference with one or both parents of one of his pupils; he will: (a) obtain information and develop insight which he will use helping a pupil who is having a learning and/or behavior problem; (b) report the progress of the pupil by sharing samples of pupil work over a period of three or four weeks; and/or (c) seek information and support that will aid him in better motivating a pupil even though the pupil is doing passing work.
3. The intern will conduct a group conference with parents of his pupils; the intern will: (a) discuss briefly his teaching goals and objectives, methods and procedures that he used and his expectations of pupils; (b) solicit the help of parents in reaching goals and objectives; and (c) give parents an opportunity to ask questions and make suggestions; every attempt should be made to get as many parents as possible to attend.
4. The intern will make a visit to the home of one of his pupils and make a report to team leader; this report will include the types of things the intern saw which he felt facilitate the child's learning at school and those which do not.

Prerequisites

There are no prerequisites to this module.

Pre-Assessment

In order to demonstrate competency relevant to the objectives of this module, the intern must in settings selected by the intern and approved by his Assist and Assess Team:

1. Hold a meeting with his Assist and Assess Team in which he discusses the advantages of parent-teacher conferences, acceptable and unacceptable teacher behavior in parent-teacher conferences, the things a parent is likely to know about child from the teacher, and the things he has in common with the parent.
2. Conduct a conference judged successful by his Assist and Assess Team with a parent in which he: (a) gains insight and information that he will use in helping a pupil who is having a learning and/or behavior problem; (b) discusses the progress of a pupil and shares samples of pupil's work; and/or (c) gains support and information useful in helping a pupil perform on his ability level even though pupil is doing passing work.
3. Conduct a group conference judged successful by his Assist and Assess Team with parents in which he discusses briefly his goals, objectives, classroom methods and procedures, and expectations of pupils and in which he solicits the help of parents.
4. Hold a conference judged successful by his Assist and Assess Team with pupil and parent in which he tries to help a pupil solve a problem.

As noted, in each case the adequacy of the intern's performance is to be judged by the Assist and Assess Team. The Assist and Assess Team should specify the evidence the intern is to provide and the criteria which are to be used in judging his competency in this regard.

Learning Alternatives

1. Read *Parent-Teacher Conferences* by Virginia Bailard and Ruth Strang. New York: McGraw-Hill Book Company, 1964, pages 3-36.
2. Read *Teachers and Parents* by National Public School Relations Association, Wachington, D.C., pages 1-9 and pages 35-41.
3. Read *Education for Child Rearing* by Orville G. Brim, Jr. New York: The Free Press, 1965, pages 17-75.
4. Read *Elementary Teacher's Guide to Working with Parents* by Helen Hefferman and Vivian Todd. West Nyack, New York: Parker Publishing Company, 1969.
5. Discuss the subject of parent-teacher conferences with your community representative and/or a group of parents and secure information you feel would help you hold a successful conference;

use this "conference" to practice in accordance with your ideas regarding appropriate teacher conferencing behaviors.

6. Discuss the subject of parent-teacher conferences with your team leader or another teacher who is effective at meeting with parents; secure information which would help you hold a successful conference.

7. Design your own experience.

Post-Assessment

In order to demonstrate competency relevant to the objectives of this module, the intern must in settings selected by the intern and approved by his Assist and Assess Team:

1. Hold a meeting with his Assist and Assess Team in which he discusses the advantages of parent-teacher conferences, acceptable and unacceptable teacher behavior in parent-teacher conferences, the things a parent is likely to know about child from the teacher, and the things he has in common with the parent.

2. Conduct a conference judged successful by his Assist and Assess Team with a parent in which he: (a) gains insight and information that he will use in helping a pupil who is having a learning and/or behavior problem; (b) discusses the progress of a pupil and shares samples of pupil's work; and/or (c) gains support and information useful in helping a pupil perform on his ability level even though pupil is doing passing work.

3. Conduct a group conference judged successful by his Assist and Assess Team with parents in which he discusses briefly his goals, objectives, classroom methods and procedures, and expectations of pupils and in which he solicits the help of parents.

4. Hold a conference judged successful by his Assist and Assess Team with pupil and parent in which he tries to help a pupil solve a problem.

As noted, in each case the adequacy of the intern's performance is to be judged by the Assist and Assess Team. The Assist and Assess Team should specify the evidence the intern is to provide and the criteria which are to be used in judging his competency in this regard.

Remediation

If necessary, have an individual conference with your team leader and discuss reasons for not being able to achieve objectives of module; plan additional instruction accordingly.

Reference System Designation: GRN-010.00 (1000)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary education, urban education, and the education of Black and Chicano children.

Component: Generic Teaching Competencies.

Module: Teacher Record-Keeping Responsibilities.

Developer: Developed by James Thomas; revised by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3613.

Date and State of Development: Developed in the summer of 1972; the module was used for the first time during the fall of 1972; revised in the summer of 1973.

Developer Comments: None.

User Comments: None.

Rationale

Teachers are extremely busy persons. Unfortunately, much of the teacher's time is spent on non-instructional tasks--recordkeeping chores, bus duty, counting the milk money, finding out how many want the spaghetti platter for lunch, and reminding the teacher next door that he has yet to pay his teacher association dues. And then there are the extra-curricular activities which are supervised, the faculty meetings to attend, the afterschool home visits, and the PTA meetings. Some of these tasks take only time; others take both time and commitment; still others take time, commitment, and a certain amount of skill. Good recordkeeping falls into the last of these categories and constitutes the focus of this module. That is, the primary emphasis is on the skill of keeping good records.

Objective

The intern will demonstrate the ability to properly and accurately keep the following Houston Independent School District record forms: (a) records of attendance; (b) the permanent record card: (c) the reading progress record card; (d) the test record card; (e) the cumulative health record card; (f) the report card; and (g) the pupil referral sheet.

Prerequisites

There are no prerequisites to this module.

Pre-Assessment

In accordance with the conditions specified in the objective of this module, the intern will present evidence to his team leader that he is able to appropriately complete: (1) records of attendance, (2) permanent record cards, (3) reading progress record cards, (4) test record cards, (5) cumulative health record cards, (6) "school subjects" and "traits, attitudes, and habits" areas of report cards, and (7) pupil referral sheets.

Learning Alternatives

The following are intended to help the intern achieve the objectives of the module.

1. Under the guidance of your team leader, practice filling out the various pupil record forms a Houston Independent School District teacher is expected to be able to complete.
2. Design your own experiences.

Post-Assessment

In accordance with the conditions specified in the objectives of this module, the intern will present evidence to his team leader that he

is able to appropriately complete: (1) records of attendance, (2) permanent record cards, (3) reading progress record cards, (4) test record cards, (5) cumulative health record cards, (6) "school subjects" and "traits, attitudes, and habits" areas of report cards, and (7) pupil referral sheets.

Remediation

Additional instruction would be decided upon by the intern and his team leader.

Reference System Designation: GEN-011.00 (HOU)

Program: The Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas; the program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education; the program leads to a Master of Education degree and provisional certification; the program is focused on elementary school education, urban education, and the education of Black and Chicano children. This module is also intended for the use of undergraduate teacher education students in the Competency Based Teacher Program of the College.

Component: Generic Teaching Competencies.

Module: Models of Teaching.

Developer: Developed by Wilford A. Weber, Education Building 342, College of Education, University of Houston, Houston, Texas 77004; 713-749-3580.

Date and State of Development: Developed in the fall of 1973; the module will be used for the first time during the fall of 1973.

Developer Comments: None.

User Comments: None.

Rationale

This instructional module is intended to help teacher education students, teacher interns, and inservice teachers understand eight models of teaching.

Evidence to date indicates that there is no single teaching strategy which has been identified as the one best approach. Rather, it seems far more reasonable to suggest that teachers should explore a variety of possible approaches and develop from those a wide repertoire of strategies from which to select for each particular situation as dictated by the nature of the learner and the learning goals. This module affords the student with an opportunity to explore eight models of teaching, each of which reflects a different approach. After he or she has developed an understanding of these models, the student will be able to select that which is most appropriate for a given situation. Other modules will help the student develop those competencies which are needed if the models are to be used in working with children.

Objectives

The student will describe each of the following models of teaching with regard to its purposes, structure, operational procedures, teacher roles, pupil roles, and support systems: (1) inductive teaching model; (2) inquiry training model; (3) developmental model; (4) advance organizer model; (5) group investigation model; (6) non-directive teaching model; (7) classroom meeting model; and (8) operant conditioning model.

The student--when presented with examples of teaching sequence--will: (1) identify each sequence according to the model of teaching it depicts; and (2) explain his decisions by pointing out elements which are characteristic of the model selected and not characteristic of the models not selected.

The student--when presented with examples of instructional objectives--will: (1) identify a model of teaching which is oriented toward the achievement of that type of learning goal; and (2) defend his selection by comparing it to the other alternatives.

Prerequisites

Before attempting this module, the student should have demonstrated his ability to write instructional objectives and to design lesson plans.

Pre-Assessment

Pre-assessment procedures consist of a pencil-and-paper test in which the student is asked to: (1) describe each of eight models of teaching according to its purpose, structure, operational procedures, teacher roles, pupil roles, and support systems; (2) identify each of a series of teaching sequences according to the model of teaching it represents and defend his selection by comparing it to the other alternatives; and (3) select a

model of teaching appropriate to each of a series of instructional objectives and defend his selection by comparing it to the other alternatives. The test will be administered and scored by the instructor; a score of ninety percent is considered passing.

Learning Alternatives

1. Read the attached materials which describe in brief form each of the eight models of teaching explored in this module.
2. Read the following chapters in Bruce Joyce and Marsha Weil, *Models of Teaching*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972:

   Chapter 2. "Group Investigation," page 36.
   Chapter 7. "An Inductive Model," page 123.
   Chapter 8. "Inquiry Training Model," page 137.
   Chapter 10. "Advance Organizer Model," page 165.
   Chapter 11. "Developmental Model," page 181.
   Chapter 12. "Non-Directive Model," page 210.
   Chapter 13. "Classroom Meeting Model, page 222.
   Chapter 16. "Operant Conditioning," page 271.

3. Read any of the following original sources, each of which describes one of the models of teaching examined in this module:

   a. Inductive Teaching Model: Hilda Taba. *Teacher's Handbook for Elementary Social Studies*. Reading, Massachusetts: Addison-Wesley, 1967.

   b. Inquiry Training Model: J. Richard Suchman. *Inquiry Box: Teacher's Handbook*. Chicago: Science Research Associates, 1967.

   c. Advance Organizer Model: David P. Ausubel. *The Psychology of Meaningful Verbal Learning*. New York: Grune & Stratton, 1963.

   d. Developmental Model: J. H. Flavell. *The Developmental Psychology of Jean Piaget*. Princeton, New Jersey: Van Nostrand Reinhold, 1963.

   e. Group Investigation Model: Herbert Thelen. *Education and the Human Quest*. New York: Harper & Row, 1960.

   f. Non-Directive Model: Carl R. Rogers. *Client Centered Therapy*. Boston: Houghton Mifflin, 1951. Especially Chapter IX, "Student-Centered Teaching." Also: Carl R. Robers. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

   g. Classroom Meeting Model: William Glasser. *Schools Without Failure*. New York: Harper & Row, 1969.

   h. Operant Conditioning Model: B. F. Skinner. *Verbal Behavior*. New York: Appleton-Century-Crofts, 1957.

4. Design your own learning alternative.

Post-Assessment

Post-assessment procedures consist of a pencil-and-paper test in which the student is asked to: (1) describe each of eight models of teaching according to its purpose, structure, operational procedures, teacher roles, pupil roles, and support systems; (2) identify each of a series of teaching sequences according to the model of teaching it represents and defend his selection by comparing it to the other alternatives; and (3) select a model of teaching appropriate to each of a series of instructional objectives and defend his selection by comparing it to the other alternatives. The test will be administered and scored by the instructor; a score of ninety percent is considered passing.

Remediation

Students who experience difficulty in passing the post-assessment should meet with the instructor to plan further instruction as appropriate.